**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_6/ELA\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Unit Title:**  Perspectives and Point of View | | **Corresponding Unit Task: 1** |
| **Unit EQ(s):** | How do readers compare texts across different genres?  How do authors use different forms and genres to portray similar themes?  How do writers use informational texts to examine and convey topics and ideas? | |
| **Essential Vocabulary** | Media, theme | |
| **Materials/Resources** | * Picture of Greensboro sit-in (#13 on <http://www.sitins.com/photogallery.shtml>) * Additional pictures related to the topic * Copies of SIGHT graphic organizer <http://www.tritec-inc.org/becomingamerica/chelsea-unit/ppappavaselio/handouts/SIGHTAnalysis.pdf> | |
| **Activating Strategy/ Bell Ringer** | Have Greensboro sit-in picture projected as students enter. Think/pair/share their first impressions/thoughts about the picture. | |
| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RI.6.9-** Compare and contrast one author’s presentation of events with that of another (e.g. a memoir written by and a biography on the same person).  **S.L.6.2 –** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.  **I Can Statements:**  I can analyze the information and themes presented in a different media formats.  **Instructional Plan:**   * Explain subject/context of the picture. * Model analyzing the picture using SIGHT method. * Put students in cooperative groups and give each group a different picture to analyze using SIGHT. * Have groups share their pictures and the information in their final T-boxes. | |
| **Closing/Summarizing Strategy** | Ticket out the Door – Have students write down what they think of the theme of their group’s picture is. | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
| Have students write a narrative paragraph from the perspective of someone in the sit-in photograph. | After modeling SIGHT with students, guide the class in completing the process together with a 2nd photograph. |  |
| **Assessment(s)** | Completed SIGHT organizers | | |
| **Reflection** |  | | |